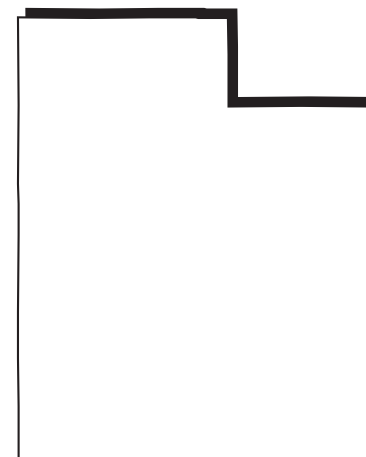


McDougal Littell  
**LITERATURE**  
GRADE 10

*textbook alignment to the*

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**Utah  
Core Curriculum  
10th Grade  
Language Arts**



## Textbook Alignment to the Utah Core – 10<sup>th</sup> Grade Language Arts

*This alignment has been completed using an “Independent Alignment Vendor” from the USOE approved list ([www.schools.utah.gov/curr/imc/indvendor.html](http://www.schools.utah.gov/curr/imc/indvendor.html).) Yes ☒ No ☐*

Name of Company and Individual Conducting Alignment: McDougal Littell and McHugh & Associates, Inc.

A “Credential Sheet” has been completed on the above company/evaluator and is (Please check one of the following):

☐ On record with the USOE.

☒ The “Credential Sheet” is attached to this alignment.

Instructional Materials Evaluation Criteria (name and grade of the core document used to align): Grade 10 Language Arts Curriculum

Title: McDougal Littell Literature, Grade 10 ISBN#: SE: 978-0-618-51898-2 TE: 978-0-618-56870-3

Publisher: McDougal Littell

Overall percentage of coverage in the *Student Edition (SE)* and *Teacher Edition (TE)* of the Utah State Core Curriculum: \_\_\_\_\_%

Overall percentage of coverage in *ancillary materials* of the Utah Core Curriculum: \_\_\_\_\_%

STANDARD I: (Reading): Students will use vocabulary development and an understanding of text elements and structures to comprehend literary and informational grade level text.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard I: _____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard I: _____ %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition(SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries,</i>
Objective 1.1: (Word Analysis, Vocabulary Development): Determine word meaning through word parts, definitions, and context clues.				
a.	Analyze the meaning of words using knowledge of roots (see chart, Appendix A).	SE/TE: 42, 220, 258 272, 276, 315, 350, 358, 376, 380, 541, 771, 905, 1011		
b.	Evaluate the effects of connotation in text.	SE/TE: 93, 150, 154, 200, 272, 276, 404, 472, 476, 626, 862, 1042, 1072, 1076		
c.	Determine word meaning through analogy and contrast/antonym context clues.	SE/TE: 42, 45, 58, 72, 154, 187, 258, 276, 315, 350, 358, 380, 418, 421, 440, 476, 522, 566, 601, 616, 619, 629, 682, 897, 952, 1029, 1076		
d.	Distinguish between commonly confused words (i.e., <i>affect/ effect; between/ among; either/ neither; fewer/less; good/well; irregardless/regardless; waste, waist</i> ).	SE/TE: R75		

<b>OBJECTIVES &amp; INDICATORS</b>	<b>Coverage in <i>Student Edition(SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries,</i></b>
<b>Objective 1.2:</b> (Comprehension of Informational Text): Comprehend and evaluate informational text (i.e., essays, nonfiction articles, workplace and consumer documents, electronic text).			
<b>a.</b> Analyze the purpose of external text features and structures in a variety of electronic texts (e.g., e-mail, electronic newspapers, web pages).	<b>SE/TE:</b> 94-99, 117, 484-485, 486, 504, 505, 506, 507, 513, 542, 543, 544, 545, 603		
<b>b.</b> Analyze the function of multiple internal text structures in a single text.	<b>SE/TE:</b> 8-9, 484-485, 486, 490, 492, 493, 495, 498, 501, 517, 520, 545, 562, 563, 824, 825, 826, 827, 892, 893, 894, 895, 1186-1189		
<b>c.</b> Use explicit and implicit information to arrive at conclusions.	<b>SE/TE:</b> 127, 219, 357, 453, 463, 472, 587, 615, 625, 877, 890, 1189, R33, R116		
<b>d.</b> Evaluate text for reliability and accuracy.	<b>SE/TE:</b> 449, 452, 453, 524-527, 579, 581, 582, 583, 587, 588, 589, 590, 591, 593, 594, 596, 597, 598, 600, 678, 680, 681, 881, 884, 888, 890		

<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition(SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries,</i></b>
<b>Objective 2.3:</b> (Comprehension of Literary Text): Comprehend literature by recognizing the use of literary elements across genres and cultures.				
<b>a.</b>	Examine the relationship between oral and written narratives.	<b>SE/TE:</b> 280, 1190-1193		
<b>b.</b>	Understand the uses of character development in conveying theme in literary works.	<b>SE/TE:</b> 388, 390, 392, 393, 421, 425, 426, 428, 429, 430, 435, 437, 439		
<b>c.</b>	Analyze themes in literature and their connection to politics, history, culture, and economics.	<b>SE/TE:</b> 5, 41, 57, 71, 302, 311, 314, 330, 386-393, 395, 396, 399, 401, 402, 403, 443, 444, 447, 455, 472, 475, 540, 629, 633, 638, 641, 702, 710, 719, 727, 846-851, 865, 866, 870, 877, 881, 882, 885, 890, 897, 898, 900, 902, 904, 909, 912, 914, 919, 927, 948, 951, 958, 960, 962-963, 967, 988, 990, 991, 997, 1007, 1028, 1041, 1090, 1169, 1178		

<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition(SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries,</i></b>
<b>d.</b>	Evaluate setting as it contributes to characterization, plot, or theme.	<b>SE/TE:</b> 5, 24-25, 28, 30, 61, 64, 67, 86, 71, 75, 78, 80, 82, 84, 86, 89, 92, 109, 135, 138, 150, 152, 153, 183, 229, 290, 388, 389, 395, 396, 399, 401, 402, 403, 417, 960		
<b>e.</b>	Analyze the use of simile, metaphor, pun, irony, symbolism, allusion and personification.	<b>SE/TE:</b> 6, 141, 302, 314, 339, 351, 376, 381, 407, 410, 412, 415, 417, 472, 475, 502, 562, 566, 664, 692-693, 694, 695, 705, 706, 708, 710, 733, 754, 756, 757, 790, 803, 806, 836, 841, 925, 927, 935, 1035, 1041, 1062, 1086, 1130, 1153		
<b>f.</b>	Compare poetry on different topics from varied cultures and times.	<b>SE/TE:</b> 6, 135, 136, 138, 139, 140, 141, 241, 688-695, 697, 698, 700, 702, 705, 709, 710, 713, 714, 719, 727, 729, 730, 733, 735, 736, 738, 740, 741, 746-752, 754, 756, 757, 809, 810, 813, 931, 933, 935		

STANDARD II: (Writing): Students will write informational and literary text to reflect on and recreate experiences, report observations, and persuade others.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard II: _____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard II: _____ %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition(SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries,</i>
Objective 2.1: (Writing to Learn): Interpret and analyze ideas and perspectives to clarify thinking through writing.				
a.	Analyze varied ideas and opposing opinions.	SE/TE: 464-470, 482-483, 486-487, 501, 521, 529, 530, 532, 535, 536, 538, 540, 562, 565, 573, 575, 605, 608, 611, 614, 615, 619, 621, 623, 624, 625, 645, 646, 651, 655, 662, 663, 665, 678, 681, 746-752, 890, 909, 910, 915, 926, 927, 1064-1070, 1133		

<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries,</i></b>
<b>b.</b>	Analyze facts, events, or ideas to create meaning.	<b>SE/TE:</b> 41, 57, 71, 109, 127, 141, 183, 199, 209, 219, 235, 257, 302, 314, 319, 331, 349, 357, 367, 403, 417, 447, 453, 462, 507, 521, 540, 533, 583, 591, 600, 615, 663, 702, 719, 733, 745, 746-752, 789, 799, 806, 860, 877, 890, 895, 935, 1007, 1028, 1041, 1061, 1115, 1133, 1169, 1184		
<b>c.</b>	Identify and analyze assumptions and perceptions by examining connections between texts, between texts and self, and between texts and different world connections.	<b>SE/TE:</b> 12, 13, 167, 170, 179, 180, 183, 209, 235, 241, 321, 324, 326, 329, 331, 349, 439, 455, 456, 458, 459, 460, 461, 462, 463, 464-470, 493, 545, 600, 625, 645, 663, 665, 705, 709, 710, 853, 857, 859, 861, 877, 890, 1028, 1041, 1045, 1061, 1063, 1194-1200		



<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition(SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries,</i></b>
<b>Objective 2.2:</b> (Extended Writing): Write to persuade others. (Emphasize persuasive compositions. Students should use the entire writing process to produce at least one extended piece per term, not necessarily limited to the type of writing emphasized at individual grade level.)				
<b>a.</b>	Experiment with varied organizational patterns and forms of writing (e.g., memos, letters, reports, essays, brochures).	<b>SE/TE:</b> 16, 142-148, 264-270, 368-374, 464-470, 554-560, 670-676, 746-752, 828-834, 940-946, 1064-1070, 1234-1254		
<b>b.</b>	Support arguments with personal experience, detailed evidence, examples, and reasoning.	<b>SE/TE:</b> 16, 670, 671, 672, 673, 674, 675, 676, 828-834, 1064-1070		
<b>c.</b>	Use persuasive strategies including appeals to logic, emotion, and ethics.	<b>SE/TE:</b> 16, 670, 671, 672, 673, 674, 675, 676, 1064-1070		

OBJECTIVES & INDICATORS	Coverage in <i>Student Edition(SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries,</i>
<b>Objective 2.3:</b> (Revision and Editing): Revise and edit to strengthen ideas, organization, voice, word choice, sentence fluency and conventions.			
<b>a.</b> a. Evaluate and revise for: ___ Adequate support of ideas (e.g., quotations, facts, examples, anecdotes, and excerpts).	<b>SE/TE:</b> 17, 18, 142, 143, 146, 148, 368-374, 463, 464, 465, 468, 469, 554, 555, 557, 558, 560, 665, 670, 671, 672, 673, 674, 675, 676, 746, 747, 750, 752, 828, 829, 831, 833, 834, 940, 941, 945, 946, 1063, 1064-1070, 1194, 1195, 1196, 1198, 1200, 1234, 1237, 1239, 1240, 1245, 1248, 1249, 1252-1253		
___ Control of organizational elements in multiple paragraph texts (e.g., thesis, details, leads, conclusions, and transitions).	<b>SE/TE:</b> 17, 18, 142-148, 264, 265, 268, 270, 368, 370, 373, 374, 463, 464, 465, 468, 469, 470, 554, 555, 557, 559, 560, 665, 670, 671, 672, 673, 676, 746, 747, 748, 749, 751, 752, 828, 829, 830, 831, 832, 834, 940, 941, 942, 944, 946, 1063, 1064-1070, 1194, 1195, 1197, 1199, 1200, 1234, 1235, 1236, 1250, 1254		

OBJECTIVES & INDICATORS	Coverage in <i>Student Edition(SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries,</i>
___ Correct use of active and passive voice. Appropriate voice for specific audiences.	<b>SE/TE:</b> 17, 18, 264, 265, 269, 270, 368, 369, 372, 374, 464, 465, 470, 554, 555, 560, 670, 672, 675, 746, 748, 751, 752, 828, 829, 833, 834, 929, 940, 945, 946, 1064, 1066, 1070, 1194, 1195, 1199, 1200, 1234, 1239, 1251, 1254		
___ Specific word choice for different audiences and purposes.	<b>SE/TE:</b> 17, 18, 142, 144, 147, 148, 184, 221, 264, 265, 269, 270, 303, 351, 368, 370, 373, 374, 419, 441, 464, 465, 469, 470, 503, 523, 554, 556, 560, 562, 567, 617, 627, 670, 672, 675, 676, 703, 746, 747, 751, 752, 758, 759, 807, 828, 830, 832, 834, 863, 906, 940, 941, 944, 945, 946, 1064, 1065, 1068, 1069, 1070, 1185, 1194, 1196, 1199, 1200, 1207, 1234, 1254		
___ Rhythm created through sentence construction (i.e., parallel sentence structure).	<b>SE/TE:</b> 17, 18, 73, 129, 142, 143, 147, 150, 155, 259, 264, 265, 269, 270, 272, 277, 303, 368, 370, 374, 405, 464, 466, 470, 554, 556, 560, 643, 670, 671, 675, 676, 683, 711, 746, 748, 751, 752, 754, 758, 759, 828, 830, 834, 879, 940, 942, 946, 948, 953, 1009, 1043, 1064, 1065, 1068, 1077, 1194, 1195, 1200, 1234, 1235, 1254		

<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition(SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries,</i></b>
<b>b.</b>	Edit for: ___ Spelling.	<b>SE/TE:</b> 18, R72-R74		
	___ Correct use of commas to set off appositives.	<b>SE/TE:</b> 18, R60		
	___ Correct subject/verb agreement.	<b>SE/TE:</b> 18, 148, 1070, R65-R67		
	___ Correct sentence construction (i.e., fragments, run-ons).	<b>SE/TE:</b> 18, 129, 272, 277, 675, 683, 948, 953, 1077, R64-R65		
	___ Correct placement of modifiers.	<b>SE/TE:</b> 18, R59		
	___ Correct capitalization for abbreviations (Ph.D.) or letters that stand alone (U-turn, I-beams).	<b>SE/TE:</b> 18, R51		
	___ Correct use of possessives.	<b>SE/TE:</b> 18, R53, R74		
	___ Correct use of semi-colon.	<b>SE/TE:</b> 18, 560, R49		

STANDARD III: (Inquiry/Research/Oral Presentation): Students will understand the process of seeking and giving information in conversations, group discussions, written reports, and oral presentations.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard III: _____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard III: _____ %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition(SE) and Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries,</i>
Objective 3.1: (Processes of Inquiry): Use the process of inquiry to problem-solve and deepen understanding.				
a.	Formulate essential questions that expose problems and explore issues.	SE/TE: 1212-1214, 1234, 1241		
b.	Analyze information to determine relevance to essential question.	SE/TE: 230, 231, 233, 234, 235, 353, 354, 356, 357, 742, 743, 744, 745, 1215-1224, 1232, 1242-1246		
c.	Evaluate the accuracy and relevance of information that reflects multiple points of view.	SE/TE: 1225-1229, 1233, 1242		
d.	Evaluate, use, and cite nontraditional sources (e.g., Internet, interviews, media sources)	SE/TE: 936-939, 940-946, 1190-1193, 1225-1229, 1230-1231, 1233		

<b>Objective 3.2:</b> (Written Communication of Inquiry): Write to synthesize information to solve a problem or deepen understanding.			
<b>a.</b>	Select an appropriate format to synthesize information.	<b>SE/TE:</b> 41, 57, 316-319, 553, 1215-1224, 1234-1254	
<b>b.</b>	Gather and synthesize information to solve a problem or deepen understanding.	<b>SE/TE:</b> 316-319, 507, 553, 1215-1224, 1215-1224	
<b>c.</b>	Support synthesis of information using paraphrase, summary, and/or quotations.	<b>SE/TE:</b> 98, 113, 116, 120, 123, 124, 127, 229, 316-319, 453, 515, 605, 606, 611, 612, 615, 625, 1214, 1234, 1237, 1238, 1244, 1245, 1254	
<b>d.</b>	Use informal and formal citations, where appropriate, to support inquiry.	<b>SE/TE:</b> 316-319, 553, 827, 895, 1214, 1237, 1240, 1245, 1248, 1252-1253	

<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition(SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries,</i></b>
<b>Objective 3.3:</b> (Oral Communication of Inquiry): Plan and present orally using techniques appropriate to audience and purpose.				
<b>a.</b>	Determine audience and purpose for oral presentations (e.g., to inform, to persuade, to entertain).	<b>SE/TE:</b> 149, 271, 471, 561, 753, 1071, 1200		
<b>b.</b>	Anticipate and prepare to respond to potential audience questions.	<b>SE/TE:</b> 149, 271, 471, 561, 753, 1071, 1200		
<b>c.</b>	Respond effectively to audience questions and feedback.	<b>SE/TE:</b> 149, 271, 471, 561, 753, 1071, 1200		
<b>d.</b>	Present orally using visual aids/technology for support.	<b>SE/TE:</b> 149, 271, 471, 561, 753, 1071, 1200		